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Republika e Kosovës
Republika Kosova - Republic of Kosovo
Qeveria - Vlada - Government

*Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit
Ministarstvo Prosvete, Nauke, Tehnologije i Inovacija
Ministry of Education, Science, Technology and Innovation*

TEACHER PERFORMANCE EVALUATION

Evaluation for advanced licensed TEACHER'S GUIDE

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Abbreviations

PE	Primary education
HSE	Higher secondary education
LSE	Lower secondary education
MED	Municipality Education Directorate
EI	Education Inspectorate
ISCED	International Standards Classification of Education
CC	Core Curriculum
KCF	Kosova Curriculum Framework
KCF	Kosova Curricular Framework
SFTD	Strategic framework on teachers development
SCTL	State Council on Teacher Licensing
AL	Advanced license
MESTI	Ministry of Education, Science, Technology and Innovation
EAL	Examination on Advanced License
KESP	Kosovo's Education Strategic Plan
AI	Administrative instruction
TPE	Teacher Performance Evaluation
SBPD	School-based professional development
TPD	Teachers professional development;

SHËNIM: Ky dokument bazohet në materialet e përgatitura nga Agjencia për Sigurimin e Cilësisë në Arsimin Parauniversitar (ASCAP) në Republikën e Shqipërisë. Përshtatja e me kontekstin dhe specifikat e arsimit në Kosovë, është bërë me marrëveshje dhe në bashkëpunim me ekspertë nga ASCAP.

Content

Abbreviations.....	2
Introduction.....	4
1. Teaching Areas, Standards, Performance Indicators and Competency Descriptors for Advanced Teaching License	7
2. Evaluation of teachers' performance for advanced teaching license	11
2.1. Advanced Teacher License Examination.....	12
2.2. Performance assessment for advanced teaching license - conducted by the Education Inspectorate	13
3. Duties and responsibilities of TPE process holders for advanced license.....	15
4. Preparation and organization of the advanced license exam.....	18
4.1. Orientation programs for the organization of the advanced license exam	18
4.2. Exam tests for advanced license.....	19
4.3. Administration of the advanced license exam.....	20
4.4. Environments of the advanced license exam	20
4.5. Rules for advanced license exam	20
4.6. Evaluation of the advanced license exam.....	21
5. Preparations and organization of external evaluation of teachers' performance for advanced license	22
Appendices of instruments used by the Education Inspectorate	33
Appendix B - Classroom Observation Protocol (COP).....	34
Appendix C - Final score - teacher's evaluation report.....	42

Introduction

This guide has been prepared by MESTI in order to be informed about the educational policies that regulate the Teacher Performance Evaluation (TPE), specifically the internal evaluation for obtaining the advanced teaching license.

The followed approach in the preparation of this guide has reference the hierarchy of educational policies that regulate and are related to the teachers' development in career. This approach has three educational policy references below:

1. Strategic Framework for the development of teaching in Kosova¹;
2. Administrative Instruction (UA) 14/2023 on the licensing system and the teaching career²; and
3. Administrative Instruction (UA) 15/2023 on Teacher Performance Evaluation³

The evaluation process helps teachers to reflect on their teaching practice. Therefore, we suggest that first you have to refer to the Strategic Framework for Teaching Development in Kosova, which defines teaching areas, standards and performance indicators, which will be the main reference for pre-service teacher preparation, support and their continuous professional development of in-service teachers, performance evaluation and career promotion for teachers.

According to the Framework, for each standard of the teacher's profession, the teaching areas provide a more detailed illustration of the target values of teaching, knowledge, practices, learning and engagement. These areas describe and identify the components of quality learning for each stage of a teacher's career in Kosova. An effective teacher is able to integrate and apply knowledge, practice and professional commitment in order to create a learning environment in which learning is assessed effectively.

The second reference for this guide is *AI 14/2023 on the licensing system and careers in teaching*. According to Article 8 of this AI, for an advanced teaching license, teachers must meet the experience requirements - 8 years of experience, complete at least 200 hours of professional development, and successfully complete the qualifying exam for an advanced license, according to the criteria and conditions determined by MESTI.

The third reference for this guide is *AI 15/2023 on Teacher Performance Evaluation*. According to Article 5 of this AI, the evaluation of the teachers performance who have applied for an advanced teaching license includes the exam - the written evaluation organized by the Ministry of Education and the external evaluation by the Education Inspectorate (EI).

1 <https://masht.rks-gov.net/wp-content/uploads/2022/05/kornize-strategjike.pdf>

2 AI 14/2023 on the licensing system and the teaching career: <https://masht.rks-gov.net/wp-content/uploads/2023/06/Udhëzim>

3 AI 15/2023 on Teacher Performance Evaluation <https://masht.rks-gov.net/wp-content/uploads/2023/06/Udhëzimi-administrativ-me-nr-15-rotated-1.pdf>

The needs and benefits from the implementation of the teacher advancement system in Kosova

The licensing system in education is intended to become a system that strengthens a dimension of aspiration for quality in Kosovar schools. Thus, the licensing process for the highest levels of teaching license, with special emphasis on advanced teaching license, is intended to be a competitive process which necessarily includes status, merit, performance, and quality.

The reasons why preparations are underway for the start of the implementation of a teacher advancement system in the education system in Kosova are numerous, primarily they originate from institutional efforts to establish the standard of accountability, motivation and distinction between good teachers /dedicated and less good/dedicated.

The reasons for the implementation of a teacher advancement system in the education system in Kosova are related to some of the following needs:

- The need for quality improvement;
- The need for merit-based teacher compensation;
- The need to create the critical mass for quality;
- The need to make the educational licensing process meaningful;
- The need to make the professional development system meaningful; and
- Depolitization of education.

Addressing the above-mentioned needs requires the establishment of an institutionalized system of teacher advancement, providing the necessary conditions and support for its implementation. The first step in the implementation of this system is the development of all supporting materials that help this system to become applicable, practical, guided by professionalism and based on the basic principles of procedures for organizing the process of teacher advancement. This means linking the teacher licensing system with the goals for the teachers development in Kosova.

Benefits of teacher advancement to advanced license

Benefits of teacher advancement to advanced license education are many. The educational system, the community of teachers and the school benefit from this process. Advanced teachers (but also those with permanent licenses) can be important to the education system in many ways. They can become agents of change and examples of quality work that helps improve quality in education, which is critically reflected in all international assessments.

The teachers benefit a lot from the advancement to the advanced license, in the first place they are rewarded for the meritorious work they do, being included in the salary increase based on the coefficient determined according to Regulation (GRK) no. 01/2023 for the allowance of advanced license for the pre-university education employee. In the second place, advanced teachers receive the deserved status which is reflected in the image of their work with students.

Advanced teachers can perform multiple functions in the interest of improving school performance. They can perform functions as follows:

- Chairpersons of professional assets in the school - departments (advanced license - Advanced License (AL) - could give priority for appointment)
- Quality coordinators (AL as priority for appointment)
- School principal/vice-principal (AL as priority for selection)
- Leaders of working groups in schools (AL as a priority for assignment)
- Curriculum experts, textbook reviewers, members of various professional teams (at local and central level), members of development planning groups (at all levels), where AL could be a condition for appointment.

Purposes of teacher's performance evaluation for advanced license of teaching

For advanced teaching license, required skills focus on mastery of subject content, and demonstration of expertise in a broad spectrum of pedagogical skills, teaching methodologies and techniques, students assessment and use of assessment results to adapt teaching to students, demonstration of high student motivation and positive assessment and improvement results, teamwork with colleagues, with professional assets, with parents and with the community.

Main purposes of teacher's performance evaluation to obtain an advanced license for teaching are:

- To make sure that the students benefit from the school where teachers work who are dedicated to improving the quality of teaching and show this commitment through their work results;
- Establish an institutionalized system of teacher advancement that creates conditions for a competition for quality in education and for merit-based compensation;
- To promote the professional development and advancement of teachers.

A teacher performance evaluation system for obtaining an advanced teaching license should be as structured as possible, based on criteria and procedures which are subject to constant critical analysis, that help make supplement-amendments that enable fair, effective and comparable performance evaluation of each teacher applying for advanced teaching license. This guide also serves this purpose as a dynamic document, which at certain stages is supplemented and amended by good practices.

The guide will be an aid to the operationalization of a coherent, transparent and standardized system at the country level for evaluating the performance of teachers for obtaining an advanced teaching license. For practical purposes, the guide is divided into six parts.

- **In the first part**, you will find the presentation of teaching standards, performance indicators and the profile of competences for teachers, defined by the Strategic Framework for advanced license (AL);
- **In the second part** you will find a description of the teacher performance evaluation system for advanced teaching license;
- **In the third part** are described the duties of responsible institutions and candidates for AL;
- **In the fourth and fifth part** are describe the organization of the AL exam and the organization of the performance evaluation for the advanced license by the education inspectorate; and
- **In the sixth part**, the Classroom Observation Protocol (COP) is presented, which is used by the Education Inspectorate for external evaluation of teachers for advanced license.

1. Teaching Areas, Standards, Performance Indicators and Competency Descriptors for Advanced Teaching License

The Strategic Framework for the Development of Teaching in Kosovo (SFDT), is a reference document for the teacher performance evaluation system, which includes the evaluation for advanced teaching license, presents a hierarchical structure that is consisted of:

- Areas of teaching – are the main areas of career development of teachers on which the standards of the teaching profession, performance indicators and specific competences of teachers for each license of the teaching career are organized;
- Standards of the profession - are descriptors of the teaching profession;
- Performance indicators - present descriptions of the knowledge, habits and skills required to meet a certain standard and serve to specify the competencies for each teacher's career license;
- Teacher Competencies for Advanced Teaching License - present descriptions of the knowledge, attitudes and skills required to meet a certain standard by teachers aiming for advanced teaching license.

The following table presents the hierarchical structure of the descriptions above, according to the definitions in the SFDT document, which has multidimensional use in the process of evaluating the performance of teachers for obtaining an advanced license.

Areas	Standards	Performance indicators	Teacher competencies for advanced teaching license
Professional values, attitudes and behaviors	1. Recognizes and supports the main values and criteria that have been determined by MESTI / Responsibility toward work duties and obligations.	1.1. It bases the teaching practice on the values and principles of the Kosova Curriculum Framework and on the MESTI code of conduct.	Respects the main principles described in the Kosova Curriculum Framework and MESTI code of conduct established by regulatory authorities, systems and schools and understands the implications of relevant legal, administrative and organizational policies and processes: <ul style="list-style-type: none"> • Respects working hours • Cares for and maintains school property, as well as maintains a clean and healthy learning environment • Respects work duties and obligations • Maintains a high level of professional trust and confidentiality
		1.2. Performs teaching duties and obligations with professionalism, high dedication, honesty and accuracy	
		1.3. Knows and respects the legal, administrative and organizational requirements of the profession, including the teaching schedule, time management	

Professional knowledge and understand-ing	2. Demonstrates positive and objective attitudes and behaviors for the students and learning wellbeing.	2.1. It understands the physical, social intellectual development of students and promotes lifelong learning.	<ul style="list-style-type: none"> • Demonstrates an effective and flexible repertoire, teaching and assessment strategies based on knowledge of physical, social and intellectual characteristics of all students, including students with special needs.
		2.2. Knows students how they learn, as well as supports them in achieving learning results.	Demonstrates a broad repertoire of teaching strategies that maximize student learning and adapts teaching strategies to student needs by: <ul style="list-style-type: none"> • Using multiple techniques for active student participation in the learning process and demonstrating success in student achievement at all levels; • Creating an environment that maximizes learning and utilizes different teaching strategies that are adapted to individual needs of students.
		2.3. Treats all students equally and with respect.	<ul style="list-style-type: none"> • Expands the repertoire of instructional strategies that are responsive to the preferences and needs of students from diverse linguistic, cultural, religious, and socioeconomic groups.
		2.4. Creates a safe and supportive learning environment that maximizes learning and encourages students to become problem solvers, decision makers, lifelong learners, and useful members of society.	<ul style="list-style-type: none"> • Expands knowledge of effective techniques to encourage higher level of thinking and lifelong learning, including opportunities for students to practice their knowledge independently.

Professional skills and practices	3. Demonstrates knowledge of the curriculum/ subject content and methodology of professional didactics of the subject.	3.1. Knows the content of the teaching field in the Kosova curriculum	<ul style="list-style-type: none"> • Demonstrates general knowledge of content and implements instructional programs that promote student success in learning curriculum concepts and content.
		3.2. Knows how to teach the learning content, using various effective techniques	<ul style="list-style-type: none"> • Demonstrates innovative practice in the selection and organization of content, teaching techniques and the provision of learning and teaching programs.
		3.3. Provides differentiated instruction to support the participation of all students, as well as to address the special learning needs of students with different abilities.	<ul style="list-style-type: none"> • Demonstrates effective practice in inclusive teaching strategies that address their unique learning needs and bring success to all students.
		3.4. Possesses various strategies for classroom management	<ul style="list-style-type: none"> • Demonstrates a repertoire of classroom management strategies to ensure that students are engaged in the activities designed for them, and that disciplinary matters are handled carefully, fairly and with full respect.
	4. Plans effective implementation of teaching and learning.	4.1. Defines challenging learning objectives	<ul style="list-style-type: none"> • Creates a culture of high expectations for all students by setting challenging goals
		4.2. Uses a variety of teaching strategies to motivate students and foster higher order of thinking	<ul style="list-style-type: none"> • Utilizes current and comprehensive knowledge of relevant content and teaching strategies to develop and deliver high quality learning and teaching programs
		4.3. Selects and uses appropriate resources; Creates teaching materials for specific topics where literature is missing.	<ul style="list-style-type: none"> • Creates, selects and uses a wide range of resources, including ICT, to engage students in learning.
		4.4. Uses adequate technology appropriately – safe, with responsibility and with ethics.	<ul style="list-style-type: none"> • Demonstrates flexible strategies in the incorporation of technology in learning activities and the ethical use of ICT in the learning and teaching process.

Professional learning and engagement	5. Plans continuous assessment (assessment for learning), provides feedback and reports on students learning.	5.1. Constantly assesses student progress and communicates frequently with students to provide constructive feedback	<ul style="list-style-type: none"> Creates and applies different assessment strategies for diagnosing learning needs Plans the completion of the student's achievements based on the analysis of the student's general achievements
		5.2. Plans to fill gaps in student achievements	
		5.3. Interprets data from student assessment to improve their learning	<ul style="list-style-type: none"> Neatly uses data from internal and external student assessments to evaluate the teaching-learning process, identify interventions and modify teaching
		5.4. Reports students achievement	<ul style="list-style-type: none"> Prepares accurate, informative and timely reports to inform students and parents/legal guardians regarding the success achieved by students in learning in order to improve their learning
	6. Is engaged on continuous professional development.	1.1. Identifies and plans professional learning needs	<ul style="list-style-type: none"> Identifies individual professional needs for planning goals for professional development using available resources
		1.2. Uses new professional learning to improve the teaching practice	<ul style="list-style-type: none"> Plans for professional learning by accessing and criticizing relevant research, engages in high quality opportunities to improve teaching practice.
		1.3. Engages with colleagues to improve teaching practice	<ul style="list-style-type: none"> Initiates and is engaged in professional discussions with colleagues in various forms for giving advice and evaluating practice in order to improve professional and teaching knowledge.
		1.4. Adapts and improves teaching practices through learning and reflection	<ul style="list-style-type: none"> Conducts action research and regularly uses feedback from students, peers, and supervisors data to adapt the teaching practice.

	7. Is engaged professionally with colleagues, parents and community.	7.1. Is engaged to create collaborative environment with colleagues	<ul style="list-style-type: none"> • Initiates and engages in professional discussions with school-based teams for the evaluation of teaching practice in order to improve professional knowledge and teaching practice, as well as student learning outcomes.
		7.2. Communicates effectively with students, parents/ legal guardians and colleagues	<ul style="list-style-type: none"> • Establishes and maintains ongoing two-way communication with parents/ legal guardians, encouraging their participation in their children's education.
		7.3. Engages with various professional networks of cooperation in the field of teaching as well as in wider professional communities and promotes knowledge and debates on relevant problems in the field of education	<ul style="list-style-type: none"> • Contributes to professional networks and associations and creates productive links with the school and the wider community in order to improve teaching and learning - This includes contact with experts from other professions (eg psychologists), and with other educational institutions, such as library and museum, etc.
		7.4. Undertakes action research in the school environment where it operates	<ul style="list-style-type: none"> • Undertake action research on an issue identified in class. Writes a report with research findings and shares them with colleagues at school;

The structure of the table descriptions above, in relation to the teacher performance evaluation process for obtaining advanced teaching license, is used in specifying the main areas of professional development, professional competencies and expected outcomes, as well as basic guidelines for:

- The qualification exam to obtain an advanced teaching license; and
- Evaluation protocol from the Education Inspectorate.

The structure of the table descriptions above are reference points for the professional preparation and the fulfillment of the requirements for the professional development of teachers from the programs approved by MESTI and from the activities of Professional Development of School-based Teachers (PDSBT).

2. Evaluation of teachers' performance for advanced teaching license

The teacher performance evaluation (TPE) for the advanced teaching license is part of the teacher performance evaluation system which, in support of the Law on Pre-University Education, is regulated by two administrative instructions: (i) AI 14/2023 on the licensing system and career in teaching; and (ii)

AI 15/2023 on Teacher Performance Evaluation. The recognition of the TPE system, specifically the part for the advanced teaching license, in the first place ensures transparency for the evaluation process, as well as the implementation of a standard approach based on clear criteria and procedures.

Evaluation of teachers' performance for advanced teaching license is consisted of:

- qualifying exam - advanced teacher's license exam; and
- the evaluation process directed by the Education Inspectorate.

2.1. Advanced Teacher License Examination

The advanced license exam for teachers is organized by MESTI. With this exam, the knowledge of the candidates related to the subject/field of qualification, as well as the pedagogical and didactic aspect of the candidate's work is assessed. Based on the responsibilities that MESTI has, it has determined that the advanced license exam will be organized in six main areas of professional development determined for verification through a written test which will have a total of 70 points. Main areas are:

- the official school documentation, which is related to the educational activity of the teachers in the school;
- curriculum - programs of all subjects of primary education, from the first to the fifth grade;
- aspects of pedagogy, teaching and assessment methodology, as well as the use of ICT in the teaching and learning process in primary education;
- inclusiveness and ethics in the profession;
- aspects of the spelling of the Albanian language;
- scientific content of primary education subjects, from the first to the fifth grade.

The assessment test for the advanced license exam for teachers includes requirements/questions in all areas of professional development, which are organized into two parts, which together allow the accumulation of 70 points of the total test. The details of the professional development areas for which requests/questions are drawn up, % and number of test points for each area, and minimum points for the exam parts, are presented in the following table.

	Professional development areas	%	Number of test points	Minimum points
First part	Official school documentation	Around 6%	4	24 points
	Curriculum - subject program	Around 9%	6	80%
	Pedagogy and methodology aspects	Around 18%	13	
	Inclusiveness and ethics aspects in profession	Around 4%	3	
	Spelling aspects of the Albanian language	Around 6%	4	
	Total First part	43%	30	
Second part	Scientific content of the subject	Around 57%	40	32 points 80%
TOTAL OF POINTS		(100%)	70	56 points 80%

Special instructions and orientations for the structure and content of the Advanced License Exam for teachers are presented in the three orientation programs for the professional development of teachers in the pre-university education system, approved by MESTI for 2024:

1. Orientation program for obtaining an advanced license for **Primary education teachers**;
2. Orientation program for obtaining an advanced teaching license - **Teachers of “Albanian language”** subject of lower secondary education and higher secondary education; and
3. Orientation program for obtaining an advanced teaching license - **Teachers of “Mathematics”** subject of lower secondary education and higher secondary education; and

In the fifth part of this guide, more specific orientations and instructions are provided for the organization of the advanced license exam.

2.2. Performance assessment for advanced teaching license - conducted by the Education Inspectorate

Other part of the TPE, defined by AI 14/2023 as an external assessment directed by the EI. In this part of the evaluation are included candidates who successfully complete the advanced license qualifying exam.

The TPE led by EI for advanced license includes professional portfolio assessment and unit assessment in student work practice.

Evaluation by the Education Inspectorate	%	No. of evaluation points	Minimum points
Evaluation of professional portfolio	Around 42%	12.5 points	24 points 80%
Evaluation of teaching hours	Around 58%	17.5 points	
Total	100%	30	

Evaluation of the candidate's portfolio

Referring to AI 14/2023, teachers for the process of obtaining an advanced license prepare a portfolio with evidence of work and personal professional achievements in their career as a teacher and in relation to the demonstration of mastery of the standards set for this career level.

The portfolio should be personal and able to communicate a comprehensive overview of the teacher/candidate's work. For advanced license purposes, the teacher prepares the portfolio with structured documentation. It is suggested to include a table of contents that clarifies the materials or working documents placed in the portfolio.

The evaluation of the candidate's portfolio includes about 42% or 12.5 points of the total of 30 points from the TPE led by the Education Inspectorate. The portfolio format should contain personal and professional documents of the candidate aiming to obtain the advanced license. The professional part of

the portfolio is included in the evaluation. The details of the professional portfolio documents and the evaluation method are specified in the section: *Preparations and organization of performance evaluation for advanced license by the Education Inspectorate.*

Evaluation of teaching hours

The evaluation of the teaching hours for the advanced license is carried out by the Education Inspectorate. It is done in support of the classroom lesson observation protocol, which includes seven dimensions:

- Dimension 1: Positive climate in the class
- Dimension 2: Quality management
- Dimension 3: Engagement of students in learning activities
- Dimension 4: Structuring meaningful learning situations
- Dimension 5: Developing students' understanding
- Dimension 6: Evaluation of students' understanding
- Dimension 7: Development of autonomy

The evaluation of the teaching hours is done for each dimension. The evaluation of the teaching hours includes about 58% or 17.5 points, the total of 30 points from the TPE led by the Education Inspectorate. Details of the Classroom Observation Protocol (COP) and assessment based on teacher requirements/expectations for each dimension are specified in the section: *Preparations and organization of performance evaluation for advanced license by the Education Inspectorate.*

Summary scores from the two evaluation processes for the advanced license

As described above, a candidate for advanced license is subject to two external evaluation processes. From both evaluation processes, a candidate must have the minimum scores from the qualifying exam - the Advanced Teacher License Exam and the TPE process administered by the Inspectorate of Education, as presented in the summary table of evaluation points.

	Professional development areas	%	Number of test points	Minimum points
First part	Official school documentation	Around 6%	4	24 points / 80%
	Curriculum - subject program	Around 9%	6	
	Pedagogy and methodology aspects	Around 18%	13	
	Inclusiveness and ethics aspects in profession	Around 4%	3	
	Spelling aspects of the Albanian language	Around 6%	4	
	Total first part	(43%)	30 points	
Second part	Scientific content of the subject	Around 57%	40 points	32 points / 80%
Total of exam points		(100%)	70 points	56 points / 80%

Evaluation by the Education Inspectorate (EI)	%	No. of evaluation points	Minimum points
Evaluation of professional portfolio	Around 42%	12.5 points	24 points 80%
Evaluation of teaching hours	Around 58%	17.5 points	
Total points from IE evaluation	(100%)	30 points	
Total points from exam and TPE led by IE	(100%)	100 points	80 points / 80%

3. Duties and responsibilities of TPE process holders for advanced license

The holders of the performance evaluation process are:

- Ministry;
- Education Inspectorate;
- Municipality Education Directorate (MED);
- School Principal;
- Teacher.

The duties and responsibilities of the holders of the TPE process for advanced license originate from the Administrative Instructions (*AI 14/2023 and AI 15/2023*), institutional responsibilities and from the package of documents developed for the TPE process for advanced license.

MESTI's responsibilities

MESTI, together with the established mechanisms for evaluating the performance of teachers for advanced license, performs the following tasks:

- Approves educational policies and other documents related to career development and performance evaluation of teachers for advanced license;
- Determines the salary increase coefficient for teachers who receive an advanced license, according to Regulation (GRK) no. 01/2023 for the allowance of advanced license for the pre-university education employee;
- Compiles orientation programs for the advanced license exam;
- Sets the format of the advanced license exam;
- Determines the application procedures of candidates/teachers for entry into the ALE;
- Provides information on the evaluation package for the advanced license;
- Assign compilers of question/request fund, test compilers and assessors;
- Establishes special teams for the development of supporting materials and supervisory commissions for the organization and coordination of the advanced license exam;

- Organizes information sessions and trainings with compilers of question fund, test compilers, test assessors as well as exam administration officials;
- Compiles the prescribed record formats related to the advanced license exam;
- Determines environments where the advanced license exams will be held;
- Sets the number of candidates in the exam according to the relevant environments;
- Determines the evaluation criteria with points of the test requirements and its parts;
- Monitors the organization process of exams;
- Drafts the final database for all candidates in the exam process for advanced license;
- Drafts the report on the progress of the advanced license examination process;
- In coordination with the Education Inspectorate and MED, take measures to improve the condition in the teaching area.

Responsibilities of the Education Inspectorate:

The Education Inspectorate performs the following tasks:

- Ensures that the evaluation of teachers' performance is done in accordance with the law;
- Collects data from all components of the performance evaluation system;
- Verifies and monitors the accuracy of applications submitted by candidates for the ALE process, ensuring that the applicant candidates have passed the internal assessment procedures for the career license and meet the other requirements to apply to enter the ALE process;
- Plans technical and professional aspects of the external evaluation process for advanced license;
- Engages as necessary external experts and evaluators to support the process of evaluating the performance of teachers for advanced license;
- Organizes information sessions and trainings with teacher evaluation teams for advanced licensure;
- Carries out teachers external evaluation for advanced license;
- Prepares report on external evaluations for advanced license and integrates it in the licensing system database;
- Recommends for license revocation, renewal or promotion of the teacher;
- Makes the necessary recommendations for continuous professional development of teachers in accordance with the teachers' performance evaluation system and requirements for advanced license;
- Prepares annual reports for the external evaluation process for advanced license.

MED responsibilities

MED in each municipality performs the following tasks:

- Support school principals for the preparation of the internal evaluation process of teachers' performance, as a first step to ensure opportunities for teachers to apply for the advanced license exam;
- Provides information at the municipal level on evaluation package for advanced license;

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- Informs candidates at the municipal level about the procedures and rules of the ALE application process;
 - Carry out responsibilities defined for MED in the licensing system - database according to the requirements of the advanced license module;
 - Manages the budget allocated by the government for teachers licensing;
 - Ensures the inclusion in the payroll of all teachers who have received an advanced teaching license, according to the relevant codes;
 - In cooperation with the municipal team, analyzes the results of the teachers' performance evaluation at the municipality level;
 - Drafts the municipal plan for the professional development of teachers based on the recommendations from the reports for internal and external evaluation of teachers' performance;

Responsibilities of the school principal:

The principal in each school performs the following tasks:

- Plans and implements the internal evaluation process of teachers' performance, as a first step to ensure opportunities for teachers to apply for advanced license exam;
- Provides information at the school level about the assessment package for advanced license, the procedures and rules of the ALE application process;
- Carry out responsibilities defined for MED in the licensing system - database according to the requirements of the advanced license module;
- Supports teachers and offers recommendations in drafting the plan for improvement according to the recommendations from the internal and external evaluation of the teacher's performance;
- Manages the budget allocated by the government for teachers licensing;
- Carries out all the procedures defined for the school for the inclusion in the payroll of all teachers who have received an advanced teaching license;
- In cooperation with the school-based team, analyzes the results of the teachers' performance evaluation at the municipality level;
- Improves the professional development plan of school-based teachers based on the results of TPE and external evaluation for advanced license.

Responsibilities of the teacher

The teacher candidate for obtaining the advanced license performs the following tasks:

- Exercises the teaching profession according to performance standards for teachers;
- Respects all legal procedures in force for teacher performance evaluation, including those related to the examination and external evaluation for obtaining advanced license;
- Prepares personal professional file to prove the completion of TPD hours (at least 200 for advanced license, of which 50% from advanced programs and 50% from TPDSB activities), as well as

provides evidences of work and personal professional achievements from the date of obtaining the current career license;

- Prepares and implements the lesson(s) according to the calendar determined by the EI
- Respects all rules set for the day of the advanced license exam and responsibilities from the external assessment conducted by the EI, including the following rules:
 - To be equipped with an identification document (letter of notification or passport);
 - To appear at least 30 minutes before the start of the exam;
 - Not to carry or use mobile phones and other means of communication during the exam, as this is a disqualification criterion;
 - Not to smoke or eat food in the exam environment;
 - Not to communicate with each other during the exam; and
 - All other rules that are presented in the exam center;
 - All the rules defined by the EI for external evaluation – observation of the lesson and presentation of the personal professional file
- In cooperation with the school principal, compiles continuous professional improvement and development plan.

4. Preparation and organization of the advanced license exam

MESTI organizes the qualification exam for advanced license every year. The exam for advanced license is organized in support of the Administrative Instructions (AI 14/2023 and AI 15/2023) and other legal regulations related to the TPE process for advanced license.

The entire process of the advanced license exam is organized based on the following aspects:

- Orientation programs for the organization of the advanced license exam
- Exam tests for advanced license
- Administration of the advanced license exam
- Environments of the advanced license exam
- Rules for advanced license exam
- Evaluation of the advanced license exam.

4.1. Orientation programs for the organization of the advanced license exam

Orientation programs for the organization of the advanced license exam are drawn up by MESTI, the professional teams organized according to the areas of the programs. Orientation programs guide the development of teachers for the most effective teaching practice, to achieve high standards in work and behavior related to the expectations for advanced teachers, as well as the organization of the advanced license exam.

In order to help all teachers and other actors involved in the advanced license exam process, orientation programs are published on the official website of MASHTI, they are updated from year to year according to the needs and implementation practice of the advanced license exam.

Drafting of orientation programs for the organization of the advanced license exam is based on all curricula - the teaching programs for which the teachers are qualified and teach in the period of organizing the exam.

Lower secondary and higher secondary teachers who teach more than one subject will be subject to the advanced license examination process for the subject in which they conduct more annual lessons during the year when the exam is organized.

For 2024, three teacher professional development orientation programs approved by MESTI have been developed for teachers in the pre-university education system, for which the advanced license exam is organized this year:

- Orientation program for obtaining an advanced license for **Primary education teachers**;
- Orientation program for obtaining an advanced teaching license - **Teachers of “Albanian language”** subject of lower secondary education and higher secondary education; and
- Orientation program for obtaining an advanced teaching license - **Teachers of “Mathematics” subject** of lower secondary education and higher secondary education; and

4.2. Exam tests for advanced license

Advanced license exam tests are specific, by qualification, to the undergraduate program area for which teachers are qualified. On an annual basis, MESTI will organize the advanced license exam and prepare tests according to the programs. The following tests have been prepared for 2024:

- Test for primary education teachers;
- Test for the Albanian Language subject for LSE and HSE; and
- Test for the mathematics subject for LSE and HSE.

The tests are compiled by groups set up by MESTI, consisting of experts on the general aspects of the advanced license exam and experts covering aspects of the subject programs, aspects of pedagogy, methodology and scientific content of the subject for which the advanced license exam tests are compiled

It will be an advanced license exam test for a program (eg The test for primary education teachers), which consists of two parts:

- **The first part** contains the official documents related to the activities of the teachers, the relevant subject programs, the methodology of teaching and learning in general and of the relevant subject, inclusiveness, ethics, the behavior of the teacher, as well as aspects of the spelling of the Albanian language.
- **The second part** includes the scientific content of the course according to the relevant exam program for the advanced license.

The details of the professional development areas for which requests/questions are drawn up, % and number of test points for each area, and minimum points for the exam parts, are presented in the 3.1 of this guide.

4.3. Administration of the advanced license exam

As described above, the format of the exam will be a paper-pencil test and the results will be prepared with an optical reader. For the exam administration process, MESTI takes care of hiring administrators and assumes the responsibility of administering the exam, who are selected from the ranks of educational employees determined by the mechanisms of MESTI who are responsible for the organization of this exam.

The person in charge of the administration of the exam takes care that, together with other administrators, organizes the correct exam process and creates conditions for the independent work of all candidates, as well as acting on the basis of the specific rules that are determined by MESTI for the administration of the AL exam, including the report on the progress of this process at the exam center.

In the same line, each exam administrator acts in the testing room. He/she takes care of the correct development of the exam, accepts and submits on time all the materials related to the candidate's paper-tests, respects the schedule of the exam, provides independent work to all candidates, to respect all the specific rules determined by MESTI for the successful conduct of the test in the relevant hall, as well as to draft and submit the report or minutes for the successful conduct of the test in the hall where the exam was administered.

4.4. Environments of the advanced license exam

The exam is organized and administered in one place and at the same time for all candidates. About this candidates are informed in advance. In order to ensure an enabling environment for the organization of the exam, those responsible for the organization of the exam must ensure that no other activity is organized in the relevant center until the completion of the exam process.

Also, those responsible for the organization of the exam in the center/environments designated for the exam, must take care to fulfill all the standards set by MESTI for the number of candidates in a room, the distance between candidates, the presence of authorized persons, etc.

4.5. Rules for advanced license exam

Each exam, including the advanced license exam, has its own rules which must be respected by the institutions that have a role in the organization of the exam, administrators, candidates who participate in the exam, but also the other persons who have a role on the day of the exam organization.

The first rules that must be applied are related to the test makers for maintaining the confidentiality of the tests, the test evaluators to be correct and objective and impartial during the evaluation of the tests, then with the method of secreting the tests by means of barcodes established by the commission appointed by MESTI.

The rules for administrators are related to the implementation of instructions and rules established for the process of organizing the advanced license exam. The administrators in the hall where the candidates are placed for the exam, in the first instance, should be prohibited from:

- giving copies or to allow to be copied;
- to keep a mobile phone during the exam;
- withdraw from the examination environment leaving candidates without a substitute;
- to communicate with the candidate about the content of the test;
- to browse or make notes on exam materials, both during and after the exam.

Whereas, regarding the candidates, there are some basic rules that must be respected. If they are not respected, candidates may be disqualified or lose points on the advanced license exam. The candidate must not be allowed:

- To take or give information or copies from another candidate;
- To communicate with another candidate;
- To make comments on the content or solution of the test during the time of the exam;
- To carry a mobile phone or other means of communication and information technology;
- To complete the test with pencil;
- To write on the exam paper any notes other than what the test requires;
- To have other materials with him, such as: books, notebooks, white sheets, etc.;
- To change the predetermined place;
- To submit the test to the administrator.

4.6. Evaluation of the advanced license exam

The results of the advanced license exam are prepared with an optical reader, in the environments defined by MESTI, by the test evaluation commission. The results are prepared based on the key of requirements/questions prepared by the test compilers and based on the list of requirements/questions selected from the question bank for the relevant evaluation program (primary education, Albanian language, mathematics).

Despite the fact that the results of the advanced license exam are prepared with an optical reader, MESTI should take care to establish the committee for the review of the tests suspected of copying and the review of the complaints of the candidates for the conducted evaluation. The commission must review each case raised and must sign the relevant minutes.

5. Preparations and organization of external evaluation of teachers' performance for advanced license

The process of external evaluation of teachers' performance is carried out by the Education Inspectorate (EI). Evaluation by EI, advanced license evaluation is carried out after the completion of the qualification examination for this license and includes only teachers who have successfully completed the qualification examination.

For this evaluation process, the EI first reviews the list of teachers who have successfully completed the qualifying exam for advanced license, analyzes the areas of teacher qualification and the capacities of the inspectorate to cover all teachers that need to be evaluated, as well as the possibilities of engaging associates/experts for this evaluation process.

Based on this analysis, the EI compiles the action plan for TPE, all those who meet the conditions for external evaluation to obtain the advanced teaching license.

In the next step, the EI in coordination with the teachers who will be evaluated and with the principals of their schools, develops all the necessary preparations to ensure that the evaluation is carried out with professionalism, a comprehensive approach and with high effectiveness. Preparations and organization for this process include some of the following actions:

- The education inspector informs the school principal about the dynamic orientation plan for the TPE of the school teacher/s that will be included in the assessment organized by the EI for advanced license;
- The education inspector contacts the teacher to discuss the entire process and provide all relevant documents and evaluation forms for the classroom observation protocol and the professional portfolio with the planning and written preparation of the teaching unit;
- The education inspector and the teacher agree on the deadline for the completion of the professional portfolio - documents for the planning and written preparation of the teaching unit and for the evaluation of the teaching unit.

As we have described in the second part of this guide, the assessment by the Education Inspectorate (EI) for the advanced license includes the assessment of the professional portfolio and the unit or lesson evaluation. Both of these assessment components require proper preparation, so the following section will provide guidance to assist candidate teachers for advanced license and evaluators from the Education Inspectorate.

Instructions for the professional portfolio preparation component with planning and written preparation

The planning and written preparation component of the TPE is a set of three to five consecutive lessons aimed at developing a particular concept or related concepts. The purpose of planning and written preparation is to present the context of the lesson that the Pedagogical Inspector will observe. In this component, you will be asked to submit three detailed lesson plans: one for the lesson that occurs the

day before your scheduled observation, one for the day of your observation, and one for the day after the observation. You will be asked some questions about the concepts you are teaching and how you are developing and assessing your students' understanding for these concepts. Your submission of planning and written preparation will have three products described below.

Structure of planning and written preparation

The planning and written preparation for teacher performance evaluation requires the candidate to submit a summary of evidence and results from teaching practice, structured in three products.

	Products required	Evaluation points according to products
Planning and written preparation	Product 1 Detailed plans of three to five learning units	Point
	Product 2 Evaluation of students' understanding	3 points
	Product 3 Reflection about your teaching practice	3 points
Total points		12.5 points

Product 1: *Detailed plans of three to five consecutive teaching units within a teaching topic.* This product requires a detailed description of a sequence of three to seven consecutive learning units that aim to develop a concept from the Core Curriculum or a learning topic from the subject plan and program *that you plan to carry out during the assessment by the Inspector.*

Product 2: *Evaluation of students' understanding.* This product requires you to attach an instrument that will be used to assess students' understanding of the concepts taught in Product 1. You will also attach actual student work that demonstrates learning during these learning units.

Product 3: *Reflection about your teaching.* This product asks you to reflect critically on your teaching success in three to seven lessons, including what went well and what would need to be changed in order to increase student learning.

Linking products of planning and written preparation to teacher's standards

Each planning and written preparation product is designed to align with teacher standards and specific indicators defined in the Kosova Teacher *Development Strategic Framework document*. It is important to understand this interconnection because each product will be evaluated according to the standards described in the following section.

Product 1 - Detailed plans for three to five consecutive units of instruction that teach a unified concept or a series of concepts—conforms to:

- Standard 12.1 It understands the physical, social intellectual development and promotes lifelong learning.

- Standard 13.1 Knows the content of the teaching area in the Core Curriculum.
- Standard 14.2 Uses a variety of teaching strategies to motivate students and encourage higher level of thinking.
- Standard 14.3 Selects and uses appropriate resources and develops teaching materials for topics for which there is no literature.
- Standard 14.4 Using adequate technology in a safe and responsible manner.
- Standard 15.1 Conducts ongoing assessment of student progress, provides information on an ongoing basis, and plans additional support to improve student achievement.

Product 2 - Evaluation of students' understanding - corresponds to:

- Standard 15.1 Conducts ongoing assessment of student progress, provides information on an ongoing basis, and plans additional support to improve student achievement.

Product 3 - Reflection on teaching practice - corresponds to:

- Standard 16.4 Adapts and improves teaching practices through learning and reflection

Procedure for planning and written preparation

Planning and written preparation is a component of the external evaluation of the TPE. The TPE external evaluation process is presented below:

- The inspector contacts the teacher to discuss the entire process and to provide all relevant documents and evaluation forms for the classroom observation protocol and planning and written preparation.
- The inspector and the teacher agree on the deadline for the completion of documents for planning and written preparation.
- The teacher will work on drafting a rough draft for Planning and written preparation.
- The classroom observation meeting will be held when the teacher has completed the draft of planning and written preparation and together with the Inspector will agree which of the teaching units will be observed. The learning unit for observation can be changed only in prior agreement with the Inspector.
- The teacher will complete the planning and written preparation in detail, by completing all the information in the relevant forms for product 1.
- The teacher will conduct other learning units as planned and keep detailed records of all learning units, assignments and assessments.
- The inspector will come to observe the assigned lesson, *according to the Classroom Observation Protocol (COP), the form in the appendix.*
- After completing the planned teaching units, the teacher fills in the forms for Products 2 and 3:
 - Assessment analysis done together with three examples of students' practical work as described in Product 2.
 - Reflection on the implementation of the learning units, as described in Product 3.
- All completed forms and accompanying documents/evidence are sent to the inspector within one week of completion of the learning units.

- The inspector examines the forms and evaluates them with points according to the rubric and the answers given.
- The inspector informs the teacher and the school principal about the results of the evaluation within a week.
- If the teacher receives a score of at least 24 points from the external evaluation conducted by the EI, receives an advanced teaching license.
- The Inspector's decision based on the report and the final result of the external evaluation together with the results of the advanced license qualification exam are submitted to MESTI and recorded in the licensing database.

The teacher dissatisfied with the external evaluation conducted by the Education Inspectorate can appeal the decision to the Golden Panel. The decision of the Gold Panel is final.

Additional instructions and orientations regarding the requirements for planning and written preparation

The final submission by the teacher of planning and written preparation will be made after all the lessons have been given and the teacher has been observed by the Inspector. If the submission is incomplete in any way, the Inspector may return it to you once more to complete it. If it is again received in an incomplete state, it will be considered as delivered.

To guarantee the proper outcome of the planning and written preparation, each submitted product must meet the following requirements:

- All products must refer to the same class of students.
- You must develop planning and written preparation around a content area. So if you teach more than one subject, then you should choose the subject with the most teaching hours during the week.
- Please follow the structure and sequence in which the information is requested.
- Develop all products using the provided answer sheet. Fill them in on the computer and print them.
- Complete the answer sheets using 1-spaced lines and on A4 paper format. You may need to use more than one page to describe your learning activities. Please provide a maximum of two pages for each lesson.
- Write your name and ID on every answer sheet you send.
- Send only the requested information. Any additional information you send will not be considered during the evaluation. The documents you send will not be returned to you. Therefore, be sure to keep copies of all submitted materials.
- Before submitting, verify that you have developed and included each required product.

Product 1: Three to five detailed successive lesson plans

This product aims to assess your ability to plan and implement three to five teaching units that address the characteristics and students needs in a classroom, demonstrates a coherent sequence of learning, uses appropriate materials consistent with learning goals, and adequately assesses student learning.

The product of lesson plans should reflect the basic standards for teachers described above.

How to proceed in the preparation of plans related to the requirements of Product 1?

1. Select one or more learning outcomes related to the competencies defined by the Core Curriculum.
2. Define one or more specific concepts and learning outcomes that match the learning outcome that you select in the previous step in your curriculum area.
3. Show students relevant prior learning that will enable them to understand and learn the new concepts you plan to teach.
4. Based on these concepts and learning outcomes, plan 3 to 5 consecutive learning units to address these outcomes. Develop a detailed **scheme** of your plans and submit them to the Inspector. He or she will arrange an appointment to observe one of these lessons to fulfill the Classroom Observation Protocol component of the TPE.
5. Include in your plan all assessment procedures that you will use to determine student learning success. You will be asked to present one of them in detail in Product 2, after the learning units have been completed and the students have been assessed.

**Note: The evaluation can be done after more than three lessons have been completed, as the development of some concepts requires more time. However, your assessment can be done continuously whenever it is necessary to assess students during these lessons.*

6. After the lessons have been completed, and one lesson has been observed by the Inspector, you will complete and submit all the information required for the lessons taught.

Product 1: Learning unit 1

Name		Region	
School		Class	
Starting date:		Curriculum area	
Learning results: (These should be taken from the core curriculum)			

Communication and expression: Reads a previously unread text.

Or

Thinking competences: Identifies common features of living things

Concepts, skills and understandings that students will gain from the learning unit

Write ***one or more specific learning*** outcomes intended by the learning unit, including the concepts, skills, and abilities students will acquire as a learning outcome. Show how the activities will contribute to their learning. These should come directly from the plan and syllabus for the relevant subject. For example:

Language and communication - interprets literature texts

OR

Mathematics - Performs basic mathematical operations with up to seven-digit numbers and understands whole numbers and negative fractions AND develops, selects, and applies problem-solving strategies.

Relevant prior learning

What prior knowledge or skills will the students have that will help them better understand this learning unit?

Description of activities and learning resources

- 1. List and describe each of the activities implemented throughout the lesson.*
- 2. Identify evaluation activities (if any).*
- 3. In your description, include the content, skills and abilities developed in each activity, the learning resources used, and how you monitored student work.*

Note: *This page should be used three to five times, depending on the number of learning units planned, so that there is at least one sheet for each learning unit.*

Product 2: Assessment of students' understanding

Evaluations are the core of any learning unit because they provide important information for the teacher. Through various assessment methods, the teacher knows the achievement level of each student and which teaching practices need to be strengthened or modified to ensure achievement. Assessment provides essential contribution for the design of future learning units. Because of the importance of this process, it is also important to reflect what and how to assess.

This product will demonstrate your ability to design different assessment procedures suitable for your students in accordance with your learning goals. It will also demonstrate your ability to design marking guidelines by clearly defining the answers or performance that will be considered correct.

For preparation of Product 2, refer to how you are meeting Standard 5.1: *Conducts ongoing assessment of student progress, provides information on an ongoing basis, and plans additional support to improve student achievement.*

Instructions for development of Product 2

Product 2 has three parts. Please be sure to include all three parts when preparing your answer sheets. Fill in all the required information on the answer sheets.

1. On the sheets provided, describe all the assessment procedures implemented throughout the unit that contains three to five lessons you are submitting.
2. Select **one** of the assessment procedures you administered in this unit. (See 'a' below) This assessment procedure should have included all students in your class.
3. Include the assessment instructions you used for this assessment. (See 'b' below)
4. Provide copies of students' answers as described in 'c' below.

Three part of Product 2

- a) **Evaluations** - Please read all the instructions below and select those that correspond to the evaluation procedure or instrument you have chosen.
1. If you used a written test or a written assignment, submit a copy of the assessment instrument exactly as it was given to the students.
 2. If you are assessing a performance, presentation or product, for example a musical or artistic performance, oral presentation, debate, report, essay or project, write a detailed description of the assessment assignment.

* *Note: include all instructions given to students, whether written or spoken.*

b) Assessment guidelines

Submit a copy of the assessment guidelines that you used to score your students' performance.

1. If you used a written test or written assignment, send a copy with the correct answers:
 - For multiple choice questions, tick the correct option.
 - For open-ended questions, indicate the main ideas or concepts you considered to mark them as correct answers.
2. If you are assessing a performance, execution or product, for example a musical or artistic performance, oral presentation, debate, report, essay or project, among others:
 - Present the assessment guidelines, rubric, or checklist you used to assess student performance. This guide or checklist should include all aspects or criteria assessed. Include a description of expected performance or performance considered correct.

c) Students responses or products

Include in your package:

1. the response of a student who showed that he/she understood well the concept you taught in the lesson.
2. a student's response or product that showed partial understanding of the concept.
3. the response of a student who did not meet assessment expectations.

In the case of performance, include a description of student performance that fits each of the three categories above.

If there are no students in any of these categories, please explain why you think this is the case.

Product 2: Assessment of students' understanding

Name:		Evaluation date:	
Evaluation type	<i>Indicate whether the evaluation is continuous or final, whether it was an individual or group assignment, and whether it was a written, oral or project presentation.</i>		
The purpose or objectives of the evaluation:	<i>Write the purpose or purposes intended to be evaluated by the evaluation instrument or activity. What was it expected to tell you about student learning?</i>		
Evaluation format: <i>Please attach a copy of the assignment or describe it in detail, including all instructions given to students.</i>			
The grading guide: <i>Please attach or write in the space below the answer sheet, rubric, or set of instructions to determine how the student demonstrated learning.</i>			
Examples of student responses: <i>Attach at least 3 student responses to the assessment or assignment. Include:</i>			
<ol style="list-style-type: none"> 1. <i>the response of a student who showed that he/she understood well the concept you taught in the lesson.</i> 2. <i>a student's response or product that showed partial understanding of the concept.</i> 3. <i>the response of a student who did not meet assessment expectations.</i> 			
<i>* Be sure to identify which of the examples above illustrate each of the students' work.</i>			

Product 3: Reflection about your teaching practice

The capacity of teachers to reflect critically on their practice is necessary for their professional development. This ability allows teachers to make adequate pedagogical decisions, anticipate difficulties, determine aspects of their performance and improve the performance of their students, design appropriate corrective activities, etc. Reflection enables teachers to benefit from their experience and learn from their successful decisions as well as their mistakes.

This product is an invitation for the teacher to reflect on the implementation of lesson plans. The reflection will enable the evaluator to assess the teacher's ability to critically observe and analyze its own practice, as well as to propose future actions, in order to promote the educational achievements of its students.

Key indicators of the strategic framework for Product 3

Reflection on teaching practice is a key part of professional growth and development. Therefore, this component is outlined according to all indicators of **Standard 6: Engages in continuous professional development**

- 6.1. Identifies and plans professional learning needs
- 6.2. Uses new professional lessons to improve the teaching practice
- 6.3. Engages with colleagues to improve teaching practice.

*Note: Product 3 is related with **Standard and Indicator 6.4:***

- 6.4 Adapts and improves teaching practices through learning and reflection.

Instructions for development of Product 3

Answer the following questions using a maximum of 5 typed or single-sided pages and attach them.

1. Review your teaching practice as demonstrated in three to five teaching units:

- a. Mention an aspect of **your overall teaching performance** that you think is your strongest point. How do you think it contributes to your students' learning?
- b. Mention one or more aspects of your teaching performance that could be improved. *Choose an aspect of your performance rather than any difficulty presented by your students.*
- c. Mention one or more concrete actions you can implement this year to improve this aspect. Indicate only feasible actions: the resources and time required for corrective actions should be within your means.
 - Describe the action you propose to take.
 - How would it contribute to improving your teaching?
 - What resources are needed?

2. Analysis of the evaluation procedure

Consider the evaluation you presented in Product 2.

Referring directly to the examples of student work you submitted:

- a. Mention the learning objectives achieved by your students.
- b. Mention little or no objective achieved by your students.
- c. Based on student achievement scores, describe a teaching strategy you used that worked well. Explain why you think it worked.
- d. Based on student achievement scores, how can you adapt your teaching to improve student learning? How do you think this would help?

3. Critical analysis of the observed lesson - reflective exercise

Critically analyzing a lesson is a very useful reflective exercise. Consider the lesson that was observed by the Inspector. Using the 7 Dimensions of the Classroom Observation Protocol, complete the table below and answer the following questions to justify the grades you have assigned.

- a. How would you rate the lessons observed? Use the table below and circle the appropriate number for each Dimension (the numbers in the box correspond to the points you will receive based on the Inspector's classroom observation):

DIMENSION	Unsatisfactory	Satisfactory	Good	Excellent
1. Positive environment in the class	0.5	1	2	2.5
2. Time management	0.5	1	2	2.5
3. Engagement of all students in learning activities	0.5	1	2	2.5
4. Structuring authentic learning situations	0.5	1	2	2.5
5. Developing students' understanding	0.5	1	2	2.5
6. Assessment of students' understanding	0.5	1	2	2.5
7. Development of autonomy	0.5	1	2	2.5

By using descriptions for each dimension, justify your answers to the following questions:

- a. What were the best aspects of your teaching strategies in this lesson? What evidence from the lesson pushes you to make this statement?
- b. What additional or alternative strategies can improve student learning?

Appendices of instruments used by the Education Inspectorate

Appendix A: Format and criteria for assessment of portfolio – products, planning and written preparation

a.	<p>Product 1: Planning of learning units:</p> <p>Linking the learning outcomes of the Core Curriculum to the learning topic/units (1 point)</p> <p>Determination of learning outcomes according to the content of the learning topic/ topics (1 point)</p> <p>Description of relevant prior learning (1 point)</p> <p>Description of the activities for the realization of the learning unit/s - compatibility with the learning outcomes. (1.5 points)</p> <p>Determination and description of the resources used for the realization of the learning unit/s (1 point)</p> <p>Description of the monitoring of students' work during the realization of the unit/s (1 point)</p>	0-6.5 points
b.	<p>Product 2: Assessment of students' understanding</p> <p>Use of assessment instrument - written test, written assignment or other form submitted for student assessment (1 point)</p> <p>Guidelines for assessment (1 point)</p> <p>Students' responses or products (1 point)</p>	0-3 points
c.	<p>Product 3: Reflection about your teaching practice</p> <p>Review analysis of personal teaching practice (1 point)</p> <p>Analysis of the assessment procedure from Product 2 (1 point)</p> <p>Critical analysis of the observed lesson - reflective exercise (1 point)</p>	0-3 points

Evaluation of portfolio

Date

Appendix B - Classroom Observation Protocol (COP)

Classroom Observation Protocol (COP)

Dimension 1: Positive climate in the class

Dimension 2: Quality management

Dimension 3: Engagement of students in learning activities

Dimension 4: Structuring meaningful learning situations

Dimension 5: Developing students' understanding

Dimension 6: Evaluation of students' understanding

Dimension 7: Development of autonomy

Teacher's data:

Teacher's license number _____

<input type="text"/>	<input type="text"/>
Name	Surname

<input type="text"/>	<input type="text"/>
Grade	Subject

Teaching experience (years and months):

<input type="text"/>	<input type="text"/>
Years	Months

School's data:

<input type="text"/>	<input type="text"/>
Region	Municipality

School name, place, address and contact (phone number or email)

Dimension 1: Positive climate in the classroom

Unsatisfactory	Satisfactory	Good	Excellent
<p>No "Satisfactory" condition has been met.</p> <p>OR</p> <p>Disruptions dominate learning as the teacher manages the situation ineffectively or the effects of his actions are too short-lived.</p> <p>OR</p> <p>The teacher takes inappropriate measures to maintain discipline in the classroom.</p> <p>OR</p> <p>The teacher allows sarcasm or inappropriate words between students or behaves in this way with them.</p>	<p>During most of the lesson we are likely to observe:</p> <p>Fulfilling the norms of behavior so that learning flows smoothly.</p> <p>The teacher and students show respect for each other.</p>	<p>During the whole lesson we are likely to observe:</p> <p>Fulfilling the norms of behavior so that learning flows smoothly.</p> <p>The teacher and students show respect for each other.</p> <p>Students show respect for each other.</p> <p>Students share ideas and work together to find solutions.</p>	<p>All "Good" conditions have been met</p> <p>AND</p> <p>The teacher does not lose the class overview and acts preventively to avoid disorders</p> <p>OR</p> <p>The teacher gives positive feedback to the students regarding the fulfillment of the behavior norm</p> <p>OR</p> <p>It promotes reflection on every norm of behavior</p> <p>OR</p> <p>Explicitly mentions why it is important to meet the norms in order to learn them.</p>

(Tick in the appropriate box):

Not visible	Satisfactory	Good	Excellent
1	4	5	6
Proof of points:			

Dimension 2: Time management

Unsatisfactory	Satisfactory	Good	Excellent
<p>No “Satisfactory” condition has been met.</p> <p>OR</p> <p>Some students are not doing any lessons (because they finished the activity too quickly or did not have access to the learning materials).</p> <p>Some students do not have enough time to complete the activity.</p> <p>The teacher spends too much time giving instructions, starting a new activity, or in excessive or unnecessary actions.</p>	<p>The teacher uses all available time in relevant teaching activities related to the subject.</p> <p>AND</p> <p>Throughout the lesson, students have enough time to complete the activities (enough, but not too much)</p>	<p>All “Satisfactory” conditions have been met.</p> <p>AND</p> <p>The teacher spends enough time to give instructions, to start a new activity or for explanations. No excessive or unnecessary actions were noticed.</p> <p>AND</p> <p>There is plenty of time at the end of the lesson where students can reflect on what has been learned.</p>	<p>All “Good” conditions have been met.</p> <p>AND</p> <p>The teacher provides supplementary activities for students who complete it very quickly. These activities are clearly related to the content covered in the lesson.</p> <p>OR</p> <p>The teacher provides concrete tools for the students in order to regulate the time spent in an activity or part of it.</p>

(Tick in the appropriate box):

Not visible	Satisfactory	Good	Excellent
0.5	1	2	2.5

Proof of points:

Dimension 3: Engagement of students in learning activities

Unsatisfactory	Satisfactory	Good	Excellent
No "Satisfactory" condition has been met.	<p>All students are involved in learning activities throughout the lesson.</p> <p>AND</p> <p>The teacher pays attention to the students' requests and monitors the proper development of the tasks.</p>	<p>The teacher uses successful strategies to promote each student's participation in learning activities throughout the lesson.</p> <p>AND</p> <p>The teacher pays attention to the students' requests and monitors the proper development of the tasks.</p> <p>AND</p> <p>The teacher promotes interaction between students through activities such as group work, co-evaluation, or commenting, analyzing or reflecting on other students' assignments, among others.</p>	<p>All "Good" conditions have been met.</p> <p>AND</p> <p>The teacher organizes groups and group work to maximize the opportunity for each student to participate</p> <p>AND</p> <p>The teacher explicitly mentions the importance of involvement in activities.</p> <p>OR</p> <p>At least in one case the teacher mentions the importance of effort and persistence.</p> <p>OR</p> <p>During group work, the teacher clearly states that students have different roles within the group.</p>

(Tick in the appropriate box):

Not visible	Satisfactory	Good	Excellent
0.5	1	2	2.5

Proof of points:

Dimension 4: Structuring meaningful learning situations

Unsatisfactory	Satisfactory	Good	Excellent
<p>No “Satisfactory” condition has been met.</p> <p>OR</p> <p>At the beginning of the lesson, the teacher gives the students the instructions for the first task.</p>	<p>At the beginning of the lesson the teacher: Shows what will happen in the lesson. Shows lesson purposes.</p> <p>AND</p> <p>At the end of the lesson the teacher: Lists the concepts or activities developed in the lesson</p> <p>OR</p> <p>Repeat the learning objectives of the lesson</p> <p>OR</p> <p>Emphasizes certain concepts or the lesson content.</p>	<p>Learning begins with defining the learning context and/or an exploration of how the lesson fits into what they have already learned).</p> <p>AND</p> <p>The planned activities use different teaching tools and strategies to directly guide the learning of relevant concepts.</p> <p>AND</p> <p>At the end of the lesson, the teacher emphasizes the concepts learned</p> <p>OR</p> <p>helps students to wrap up by summarizing or explaining what they have learned.</p> <p>BESIDES THIS</p> <p>Learning involves students using appropriate and current technology to enhance learning (if not available at school, please note below).</p>	<p>All “Good” conditions have been met.</p> <p>AND</p> <p>At the end of the lesson, the teacher makes the connection between the content of the lesson and the content of previous or future units.</p> <p>OR</p> <p>The teacher explicitly makes the connection between the content or skills learned in the lesson with everyday life.</p>

(Tick in the appropriate box):

Not visible	Satisfactory	Good	Excellent
0.5	1	2	2.5

Proof of points:

Dimension 5: Developing students' understanding

Unsatisfactory	Satisfactory	Good	Excellent
No "Satisfactory" condition has been met.	<p>The teacher presents the content following a coherent path in accordance with the learning objectives of the lesson. If necessary, the teacher makes a demonstration.</p> <p>AND</p> <p>Learning activities require students to apply general rules to specific situations (deductive logic)</p> <p>AND</p> <p>Students have the opportunity to practice the concepts or skills learned in the lesson.</p>	<p>The teacher presents the content following an accurate and coherent path in accordance with the learning objectives of the lesson.</p> <p>AND</p> <p>Students must apply general rules to specific situations (deductive logic). Students have the opportunity to practice the tasks and adapt them to situations that are familiar to them.</p> <p>AND</p> <p>To approach tasks using critical thinking skills.</p>	<p>The teacher presents the content following an accurate and coherent path in accordance with the learning objectives of the lesson.</p> <p>AND</p> <p>Students must apply general rules to specific situations (deductive logic) AND Students actively confront the concepts to discover and explain a general rule from their findings from the research activity (inductive logic).</p> <p>OR</p> <p>The teacher asks the students to reflect, describe, explain, synthesize, conclude, make connections (compare, classify, categorize), analyze, justify or transfer the content or concepts learned.</p>

(Tick in the appropriate box):

Not visible	Satisfactory	Good	Excellent
0.5	1	2	2.5

Proof of points:

Dimension 6: Learning assessment by students

Unsatisfactory	Satisfactory	Good	Excellent
No “Satisfactory” condition has been met.	<p>Each activity meets the following conditions.</p> <ul style="list-style-type: none"> • The teacher checks that the students have understood: • By asking students repeatedly during the presentation. • By monitoring proper development of all activities • By answering students’ questions accurately. 	<p>Each activity meets the following conditions.</p> <ul style="list-style-type: none"> • The teacher checks that the students have understood: • By using a variety of assessments (written test questions of varying complexity, student journals, projects or products, etc.) • By monitoring proper development of all activities. • By answering students’ questions accurately. • By identifying and properly managing student misunderstandings or questions. 	<p>All “Good” conditions have been met.</p> <p>AND</p> <p>The teacher promotes the students’ ability to reflect and evaluate their learning process and achievements.</p>

(Tick in the appropriate box):

Not visible	Satisfactory	Good	Excellent
0.5	1	2	2.5

Proof of points:

Dimension 7: Development of autonomy

Unsatisfactory	Satisfactory	Good	Excellent
No "Satisfactory" condition has been met.	<p>During the lesson, the teacher explicitly enables the students to perform the following actions:</p> <p>Choose between different exercises or tasks or increase the number of tasks to solve.</p> <p>Choose how to present their solutions (ie: orally, in writing, in a graph or illustration)</p> <p>Monitors their work using a checklist.</p>	<p>During the lesson, the teacher explicitly enables the students to perform the following actions:</p> <p>To explore their own choices in a guided research</p> <p>AND</p> <p>Promotes any of the following student actions:</p> <p>They choose how to work within the group</p> <p>Identify the strategies used to solve a task.</p> <p>Monitors their work using a checklist or any other instruction.</p> <p>Challenge each other as they explore choices.</p>	<p>During the lesson, the teacher explicitly enables the students to fulfill the requirements under 'Good'</p> <p>AND each of the following:</p> <p>They manipulate the materials themselves to find solutions to problems.</p> <p>They explore personal choices and think independently in open or original inquiry before reaching conclusions</p> <p>They get more complex or difficult supplementary tasks if they have completed the task too quickly.</p>

(Tick in the appropriate box):

Not visible	Satisfactory	Good	Excellent
0.5	1	2	2.5

Proof of points:

Appendix C - Final score - teacher's evaluation report

Name of the teacher _____

Number of the teacher _____

(Put the final result in the appropriate box)

Unsatisfactory	Satisfactory	Good	Excellent
Less than 11	11-13.5	14-15.5	16-17.5

Comments and/or areas that need improvement: (record the number of points and a justification for each dimension)

Dimension # 1

Dimension # 2

Dimension # 3

Dimension # 4

Dimension # 5

Dimension # 6

Dimension # 7

I presented this report to the teacher and explained the results contained therein.

Inspector's name

Date

I have received this report, I read its content and they have explained it to me.

(Signing this document does not imply agreement with its conclusions, but merely indicates that you have had the opportunity to review it)

Teacher's name

Date

School

Teacher's ID



Kosovo Legal
Services Company

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